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ABSTRACT

Invitations sent to students affect their self-concepts in ways that may then effect prevention and avoidance of self-destructive patterns and behaviors. This paper provides a comparison view of existing research and discusses the relationship between research findings on the "Instructional Rhythm Model" and the "invitational class climate." Past research on the Instructional Rhythm Model and creation of inviting climate via The Grow With Guidance System suggest the possibility that the cooperative class climate necessary for successful implementation of the Instructional Rhythm Model can be invited through The Grow With Guidance System. Two researchers discovered similar information that can be integrated and applied within the learning process to maximize the possibility for the creation of learning scenarios full of variety and interpersonal involvement. Primary common characteristics found in the literature are: (1) self-concept development and integration; (2) integrity; (3) the ongoing inviting growth process and cooperative learning encounter; (4) teaching to inspire enthusiasm and creativity, and (5) community including improved race relationships, cross ethnic cooperation and social interaction skills. Development of these characteristics may result in maximizing optimal learning for contemporary learning communities. Contains 15 references. (Author/JBJ)

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A Comparison View: The Instructional Rhythm Model and the Invitational Climate Created via The Grow With Guidance System

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Abstract

This paper provides a comparison view of existing research and discusses the relationship between the research findings in the areas of the *Instructional Rythm Model* and the *invitational class climate*. The past research in the *Instructional Rhythm Model* (O'Hara, 1994) and the creation of the inviting climate via The Grow With Guidance System (Radd, 1988) suggest the possibility that the cooperative class climate necessary for successful implementation of the Instructional Rhythm Model can be invited through the interactive process established via The Grow With Guidance System. Both researchers discovered similar information that can be integrated and applied within the learning process to maximize the possibilty for the creation of learning scenarios full of variety and interpersonal involvement.

A comparison of the research conducted by Radd (1988) and O'Hara (1994) provide the base for the following results and conclusions. Primary characteristics common to their research are those of: 1. self-concept development and integration, 2. integrity, 3. the ongoing inviting growth process and cooperative learning encounter, 4. teaching to inspire enthusiasm and creativity, and 5. community including improved race relationships, cross-ethnic cooperation and social interaction skills.

The development of these characteristics may result in maximizing optimal learning for contemporary learning communities. The *invitationss* sent to students affect their self-concepts in ways that may then effect a prevention and avoidance of self destructive patterns and behaviors, the development of group relations, the development of personal-social interaction skills, improvements in race relationships and cross-ethnic cooperation, and improvements of learner attitudes toward the differently-abled.

A Comparison View: The Instructional Rhythm Model
and the Invitational Climate Created via
The Grow With Guidance System

Expanded realization has occurred within the educational community regarding the importance of teacher-learner and learner-learner collaboration, an inviting class climate and community, and a positive self-concept for maximum student learning. This paper provides a comparison view of existing research and discusses the relationship between the research findings in the areas of the *Instructional Rhythm Model* and the creation of an invitational class climate via the Grow With Guidance System.

Instructional Rhythm is an application model for cooperative learning. The instructional rhythm lesson model format is segmented into four phases. Each phase is different in character from the preceding phase, each one designed to provide the learner with a sense of rhythm and movement throughout each brief phase of the learning encounter. The Grow With Guidance System is a comprehensive, developmental, competency-based guidance system for the classroom. The components of the Grow With Guidance System are classroom behavior management, self-talk/self-pictures, student curriculum, staff implementation skill development, family involvement, and observation/evaluation. The self-concept series/weave, a three step self-concept process is integrated within each component.

Background

The Instructional Rhythm Model was developed by Hunter O'Hara (1994) as a component of the field experience of the Master of Arts in Teaching program at Towson State University. Preservice teachers were asked to integrate cooperative learning into their lessons. Early in the field experience, some preservice teachers were inclined to prolong

introductory lecture and teacher-centered direct instruction, thereby minimizing the brief cooperative activity that followed. Resulting lessons included about three fifths direct instruction and two fifths cooperative activity so that cooperative activity was supplanted by teacher-centered instruction. That instruction did not allow time for learners to gain the intended benefits of submersion in the cooperative encounter that include interpersonal communication and relating, and the higher order thinking skills associated with cooperative learning. The Instructional Rhythm Model was developed in response to teacher need for increased practical and theoretically sound guidelines for implementing cooperative learning. The Instructional Rhythm Model guidelines provide for the rotation of diverse, brief instructional modules or phases. Each of these phases include teacher purpose, pedogogy, characterization and learning mode. Also included are time recommendations and a desired learner role for each module. A discussion of the phases of the *Instructional Rhythm Model* follows.

Phase I

Teacher Purpose: To briefly facilitate the attainment and development of a given concept.

Learning Mode: Brief lecture, discussion, and demonstration.

Teacher Characterization: Guide.

Teacher Pedagogical Orientation: Presentation, explanation of facts and relative structure - please be absolutely clear; the simpler the better. Analogy and metaphor are highly recommended as effective and time-efficient tools for concept building (making the unfamiliar familiar). Work to inspire and generate enthusiasm.

Time: Ten minutes is preferable, fifteen minutes maximum.

Learner Role: Focused receiver and accommodator.

Phase IB

Prep for Activity: Presentation of brief, well organized, absolutely clear instructions for activity. Specify expectations for learner behavior.

Phase II

Teacher Purpose: To provide safe facility and support for exploring learning encounters. To act as celebrant during the process.

Learning Mode: Small group teamwork, activity, movement, exploration, the use of manipulatives, multisensory encounter, (application, analysis, comparison).

Teacher Characterization: Guide, collaborator, facilitator, coach.

Teacher Pedagogical Orientation: Flexibility and tolerance (expect chaos).

Time: Specify to learners a time limit - slightly less that you expect will be needed. Covertly and begrudgingly slip in minutes if students are throughly engaged. Admit to it as little as possible.

Learner Role: Focused interactor, collaborator.

Phase III

Teacher Purpose: To support regrouping and return to flexible class structure

Learning Mode: Large group exploration, community pursuits, discussion, learner presentation/display.

Teacher Characterization: Facilitator, collaborator, guide.

Teacher Pedagogical Orientation To inspire and guide class community work.

Time: Guideline- quality not quantity. Do not milk discussion that is on-the-wane.

Learner Role: Thinker, interactor, critical contributor, reflector synthesizer.

Phase IV

Teacher Purpose: To facilitate and guide reflection, evaluation and development of related developmental activities.

Learning Mode: Recapping discussion, planning the future, related developmental activities. Applying and generalizing new concept to related concepts and divergent concepts.

Teacher Characterization: Consultant.

Teacher Pedagogical Orientation: To inspire.

Time: Same as Phase III.

Learner Role: Developer, negotiator, sage.

In order for the Instructional Rhythm Model to be successful, the classroom climate and teacher-learner relationship needs to be developed in an environment with an ongoing process for teacher-learner interactions that support teacher-learner trust. An invitational classroom climate, created by the Grow With Guidance System, supports the possibility of the creation of the inviting environment. The propositions of invitational education provide the foundation for the invitational classroom climate.

Invitational education is a perceptually-based, self-concept approach to the teaching-learning process anchored on four propositions: (a) that people are able, valuable, and responsible and should be treated accordingly; (b) that education should be a key activity; (c) that people possess untapped potential in all areas of relatable human development; and, (d) that potential can best be realized by places, policies, and programs which are specifically designed to invite development, and by people who are intentionally inviting with themselves and others, personally and professionally (Purkey & Novak, 1984).

An invitational classroom climate comes as a result of creating an environment based on the four propositions of invitational education. As a result of creating the inviting environment, the teacher and learner have an environment needed for successful implementation of the Instructional Rhythm Model.

Past Research

The theoretical framework for this paper derives from an integrated body of education literature. That body of literature includes cooperative learning, educational psychology, counseling, and learning theory.

John Dewey (1916) required teachers to arrange students into small problem solving groups engaged in searching for their own answers. Students learned democratic principles through day to day interaction with one another.

Herbert Thelen (1954) developed precise procedures for helping students work in groups. Thelen's *Group Investigation* provided a conceptual basis for contemporary developments in cooperative learning. Shlomo Sharan et al. (1984) further developed *Group Investigation* so that students are involved in planning the study topic and in creating the approach to the investigation. Student investigators pursue in-depth inquiry for chosen subtopics and then develop and present their findings to the classroom community.

Research conducted in classrooms, laboratories and work organizations have consistently demonstrated that cooperative activity structures, where individuals work together toward common group goals, are more productive than competitive structures (Arends, 1994). The activity involved in cooperative learning helps to develop logical thought and higher order communication skills (Sharan & Sharan, 1976). Sharan et al. (1984) have demonstrated clearly that cooperative learning increases cross-ethnic cooperation, develops group relations among learners while simultaneously facilitating

academic learning. Moreover, studies have indicated the positive effects of cooperative learning on academic achievement, cooperative behavior, race relationships and attitudes toward the differently-abled (Arends, 1994).

Intergroup acceptance, self-concept, and broader peer liking patterns are also part of the instructional effects of cooperative learning. Spodek, Saracho and Lee (1984) found that when learners do not develop these skills for social interactive behavior, the behavioral deficits lead to frustration that in turn trigger more negative behaviors. Cooperative learning can act to prevent or undo the development of the negative behaviors Spodek, Saracho and Lee refer to.

In cooperative learning environments, it is desirable for both teacher and learners to be viewed as unfinished beings who mutually engage in the recreation of knowledge, each one teaching the other (Frere, 1989). Consistent with the cooperative approaches to learning, Carl Rogers replaces the traditional conceptual role of the teacher with that of *facilitator,* or one who creates a subtle, non-threatening atmosphere where learners are accepted and freed to learn cooperatively. The facilitator is willing to risk for the learner and has three essential attitudes, that of *genuineness* (realness), *prizing* (trust, faith, confidence, attentiveness) and *empathetic understanding* (Rogers, 1969). A secure base for teacher-learner and learner-learner cooperation is composed of trust and openness (Moustakas,1981). The facilitator needs to "feel with the learner" in order to create an atmosphere of care, of warm acceptance and safety. Cooperative learning is facilitated when, as Noddings (1984) suggests, barriers are removed, trust is established, and the learner is safe to risk . Teacher-learner risk play a key role in trust, such as is found in cooperative scenarios in which the learner is liberated from structures such as learner isolation and teacher-centered routine (Bollnow,1972). Facilitators of cooperative learning

strike a balance between being accessible to learners in small groups on the one hand and providing unrequested assistance or interference on the other (Arends, 1994).

Cooperative learning means being a part of a network of relationships, or a *community*, in which those involved are free of the tenuousness imposed by isolationist roles. An unthreatening but challenging atmosphere is created, one full of hospitality and the tension of creativity (Palmer, 1983). Maxine Greene refers to a "community of equals" in which people learn to act in concert with one another (1988) in spaces open for possibility (1982). Obstacles are transcended, understanding is gained (1988), and "persons are enabled to see what they already know, somehow differently" (1984b).

The past research with the *Instructional Rhythm Model* (O'Hara, 1994) and the creation of the inviting climate via The Grow With Guidance System (Radd, 1988) suggest the possibility that the cooperative class climate necessary for successful implementation of the Instructional Rhythm Model can be invited through the interactive process established via The Grow With Guidance System. Both researchers discovered similar information that can be integrated and applied within the learning process to maximize the possibilty for the creation of learning scenarios full of variety and interpersonal involvement.

Radd discovered that: 1. Teachers who use the Grow With Guidance System are perceived and reported by students as utilizing greater invitational teaching practices which effect class climate and environment; 2. The Grow With Guidance System demonstrated a positive effect on the self-control of students; and 3. Teachers report feeling better about themselves and their teaching, have made changes in their teaching approach, and report better teacher-student interaction.

This research demonstrates a competency-based guidance system may need to be considered by educators as a core program within the classroom to create and

maintain an inviting classroom climate. This approach includes The Grow With Guidance System (Radd, 1993a &b). This system essentially encourages students and teachers to develop and maintain skills, positive self-concepts, attitudes and behaviors which are supported and further enhanced by an inviting learning climate. The Grow With Guidance System (Radd, 1988) creates the environment and activity skill experiences for students and staff which facilitate the development of social and communication skills needed for helpful interactions.

O'Hara discovered that learning encounters within the instructional rhythm context are full of spontaneity, enthusiasim, improvisation and creativity. The model phases provide opportunity for regrouping or reframing new cognitive data in various interactive forums. Conceptual development occurs within a variety of social and cognitive contexts. The learning interaction involved provides a sense of accomplishment and success that increases with each phase of the model. The learners awareness of accumulated accomplishment and success contribute to the healthy development and growth of the learner's self-concept.

Comparison of Research and Characteristics

A comparison of the research conducted by Radd (1988) and O'Hara (1992) provide the base for the following results and conclusions. Primary characteristics common to their research are those of: 1.self-concept development and integration, 2. integrity, 3. the ongoing inviting growth process and the cooperative learning encounter, 4. teaching to inspire enthusiasm and creativity, and 5. community, including improved race relationships, cross-ethnic cooperation and social interaction skills.

The use of the cooperative Instructional Rhythm Model contributes to the healthy development and growth of the self-concept of both the teacher and learner. Learners

repeatedly remark that their encounters within the context of the Instructional Rhythm Model help them feel they have "something to offer to the efforts of their group", and they develop a sense of belonging. Teachers and learners indicate that their experiences with the Model have a liberating effect on them and give them a new sense of ownership of the teaching-learning process. Learners acquire a sense of what has been called "unrealized possibilities" (Phenix,1974) as they begin to recognize learning as a dynamic process involving their direct interaction with other diverse groups, including differently-abled learners and learners of other races and orientations. All learners begin to recognize their validity and worth within the cooperative community.

Invitational education requires that the teaching-learning process be based in seeing and interacting with *all* people in ways that create environments which support the healthy development and growth of the self-concept of both the teacher and learner. The Grow With Guidance System process creates the possibility for this transformation. The self-concept process, the self-concept series/weave, an integral component of The Grow With Guidance System (Thompson & Rudolph, 1992), is a key factor in comunicating and integrating self-concept experiences into life skills of students and staff.

Teachers interacting with The Grow With Guidance System report feeling better about themselves and their teaching, have made changes in their teaching approach, and report better teacher-learner interaction. These teacher self-report findings reflect turning point experiences resulting from their interaction with The Grow With Guidance System process. These changes effect the learning environments and promote instruction that inspires creativity and enthusiasm while honoring the integrity of each student.

Discussion

The invitational classroom climate has implications for the prevention and avoidance of self-destructive behaviors. Those characteristics needed to create the invitational classroom climate are identified for students and teachers. The development of these characteristics may result in maximizing the possibility for meaningful encounters with Instructional Rhythm. The incorporation of guidance systems to support the development of needed life skills for students and teachers (Gerler & Anderson, 1986)(Myrick, Merihill, &Swanson, 1985) (Radd, 1993a) can assist in maintaining the inviting environment and supporting the implementation and success of the Instructional Rhythm Model. The *invitations* sent to students and the skills they develop affect their self-concepts in a ways that may then effect a prevention and avoidance of self destructive patterns and behaviors.

The same process also sends an invitation for cooperation and inclusion of youth at risk. Assisting in the creation of the invitational classroom climate along with the implementation of the Instructional Rhythm Model creates the possibility for development of healthy self-concept and sense of belonging that may effect a student's desire for staying in school and investing in the learning process. Guidance systems and staff development plans can greatly support teachers by identifying personally and professionally inviting practices to impact the inviting process (Ruben,1989) (Radd, 1993). The effects of these processes can develop learning communities which model acceptance, valuing of the differences of all students, and acknowledgment of the integrity of all students.

Both the Grow With Guidance System and the Instructional Rhythm Model ask teachers to interact with learners with a facilitative versus an autocratic framework. Also, the incorporation of group techniques such as linking, bridging, and paraphrasing are

integral to the model and system. The nature of the facilitative philosophy demonstrates teacher trust and belief in the learner which can result in increased teacher-learner and learner-learner enthusiasm and creativity.

The creation of the intentionally inviting environment through the implementation of the Grow With Guidance System and the Instructional Rhythm Model may be a critical component of successful educational reform. Learners progressively develop life-long skills with the system and model that include: accommodation, interaction, collaboration, focus, reflection, synthesis, and negotiation.

Conclusion

If educational restructuring is to succeed, it is imperative that invitational classroom climate be created to maximize possibilities for cooperative learning to occur. It is time to recognize that students benefit from restructuring efforts that move beyond "schedules and content" and are responsive to the core or the "heart" of the teaching-learning process.

Possible recommendations for implementation are:

1. To further explore Instructional Rhythm applications as they may occur in contexts with the Grow With Guidance System.
2. To further explore the reconceptualization of instruction using the Instructional Rhythm Model
3. To examine ways that classroom policy and procedures may be intentionally inviting to students; ways that are congruent with Instructional Rhythm. These congruencies can influence the development of trust.
4. To consider administering the Invitational Teaching Survey-Primary &Intermediate (ITS-P&I) or a similar instrument to receive student feedback about the classroom climate and their feelings about being in school.

5. To develop a student performance-based, guidance system such as The Grow With Guidance System. Present a guidance curriculum where students are actively involved. Use cooperative learning and role playing when possible. Help students apply the skill experience into their life, relate the experience to self-concept, and report their experiences back to the classroom group. Incorporate the guidance system as an integral program within the classroom and school building.

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